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AUTHOR Renard, Rosamunde
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ABSTRACT

This booklet advocates and describes the establishment of community run preschool and day care centers. The type described is based on the Laborie Community Education Centre in Saint Lucia, West Indies. Chapter 1 advocates establishing small, local institutions that are community managed, community owned, concerned with quality, and sustainable. Chapter 2 describes the institution, which should concentrate on a preschool and day care center for children 0 to 5 years and with a parents-as-teachers program for parents of disadvantaged children. A food program is optional, but there should be scholarship help. Chapter 3 stresses the importance of parent involvement, especially for at-risk children. Various features are listed that can make parent programs successful. Chapter 4 lists the activities of the director, such as overseeing meetings, recruitment, evaluation, financial management, preparing annual reports, and liaising with funding and government organizations. Chapter 5 sets out the duties of the early childhood education administrator, especially relations with staff. Chapter 6 discusses the importance and duties of the other staff, especially their relations with the children. Chapter 7 describes the types of technical assistance needed. Chapter 8 describes the benefits of a board and the qualities board members should possess. Chapter 9 discusses achieving financial sustainability and the functions and duties of members and the director. (Includes 15 appendices comprised of various forms, budgets, meeting agendas, letters, questionnaires, evaluation forms, and checklists.) (TM)

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A CASE FOR COMMUNITY-RUN

PRE-SCHOOLS AND DAYCARE CENTRES

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CHAPTER ONE

INTRODUCTION

This booklet is dedicated to the Pre-School and DayCare Administrator who yearns to help manage a permanent institution which is financially sustainable, provides a service of high quality and will remain so for generations to come, earns him or her a reasonable wage for all months of the year, and is affordable to a majority of parents.

It is also dedicated to the initiator in a local community - an initiator who shares the desire to have a sustainable, quality Early Childhood Education Centre with maximum participation of the community.

The booklet describes and advocates the establishment of small, local institutions which are:

- Community managed - run by local boards, parents, staff and a wider membership
- Community owned - belonging physically and otherwise to the children, board, parents, staff and membership in the local community
- Concerned with quality - meeting the licensing requirements of the local authorities and the accreditation criteria of relevant institutions
- Sustainable - financially, socially, intellectually, mostly because trained, experienced and dedicated community volunteers animate and serve the organization.

The booklet is based largely on the experience of the Laborie Community Education Centre (LABCEC) in Saint Lucia. As such, it describes more specifically the structure and operations of that Centre, but it is felt that this relatively unique experiment can be used and adapted to other situations and contexts. It is, therefore, hoped that this publication will assist others in their efforts towards the creation and management of community-run Pre-Schools and DayCare Centres.

CHAPTER TWO

THE INSTITUTION

The institution is one which caters for a Pre-school and DayCare Centre. It should incorporate children between the ages of 0 - 5 years. Its programs would concentrate on:

1. A Pre-School and DayCare catering for children between the ages of 0 to 5 years

2. A Parents as Teachers program catering for parents and children with specific emphasis on parents whose children are disadvantaged either cognitively, socially or emotionally.

The institution may also possibly include a food program. No Early Childhood Education administrator would and should begin a food program without a minimum of fifty parents prepared to register for it. If the program is a low-cost one, profits are non-existent or minimal. The Director and Administrator do not initiate the program then from a financial motive, but because parents have expressed a need. This program, it should be made clear to the parents from the outset, should not be viewed as replacing adequate home nutrition, but is simply supplementing it. Parents, however, do need some centres where they can drop off their children in the morning without the effort of having to prepare lunch and snacks for them. For a Director or Administrator to accommodate this need, certain obvious facilities need to be in place such as a stove, fridge, freezer, kitchen equipment, cupboards. The kitchen area should be clean and possibly tiled. Where a food program is provided there will be greater empathy and cooperation between staff and children who will feel more cared for and loved. Where such a service cannot be provided, parents must be educated on the importance and make-up of good nutrition for their children.

Of course, some parents cannot afford the cost of education, much less education accompanied with a food program. Early Childhood Education centres should have a scholarship program to cater for poor parents. Boards should peruse their budgets to see how many children to whom they can reasonably give scholarships and do so. This caters for a need and helps also the conception that the Early Childhood Education Centres run at low-cost and by the community that genuinely cares.

The mission of the Early Childhood Education Centre should be defined by board members and general membership during a workshop. It would be useful to have the workshop led by a resource person with experience in defining missions of similar organizations.

It would be important to note that an Early Childhood

Education Centre should be a caring institution, concerned with the interests of poor children and their parents. It should have a high degree of community participation in all its aspects. Quality should be striven for and the achievement of this quality necessitates the formation and follow-up of an educated, committed membership.

CHAPTER THREE

PARENT INVOLVEMENT

Almost all Early Childhood Education programs which do not have the involvement of parents have failed to sustain considerable cognitive gains. Biber affirms that "to work with children alone is to invite failure and frustration". 1

The period of most rapid intellectual growth occurs from birth to age eight. This is the period during which the child spends most of his or her time in the home environment. There are three alternatives to this state of affairs. Either one does nothing, or admits one's child to a quality Early Childhood Education Centre, or works with the parents in providing an enriched home environment and experiences for the child. Obviously, the first makes little sense. It is, thus, to the second two that we turn and, in this chapter, particularly to the third alternative.

White and Watts have noted that:

> "Most women are capable of doing a fine job with their one to three year old children. Our study has convinced us that a mother need not necessarily have even a high school diploma, let alone a college education. Nor does she need to have very substantial economic assets. In addition, it is clear that a good job can be accomplished without a father in the home. In all these statements we see considerable hope for future generations." 2

White further concludes:

> "Indeed, we came to believe that the informal education that families provide for their children makes more of an impact on a child's total educational development than the formal educational system. If a family does its job well, the professional can then provide effective training. If not, there may be little the professional can do to save the child from mediocrity." 3

Juvenile delinquency, teenage pregnancy, discipline, school failure and persistent poverty have all posed severe problems to generations in Saint Lucia. Recent reports have suggested that these problems are becoming more and more acute. It is evident that traditional measures have not been able to curb these rising tendencies. There is need for a community development strategy that is geared to promoting attentive parenting and healthy development of children. This strategy should not be confused with more superficial efforts to provide parent education by providing speakers for parents of young children once or twice a term. There is need for a parenting education program which provides sustained education and support. This is particularly the case for at-risk

children and their families.

Parents need a holistic approach which is easy and attractive in order to encourage their participation. There is a requirement for the empowerment of parents so that they understand and attempt to play an active role in their children's education. The country's economic viability and the training of the next generation for work need as much support as they can actively get and Parenting Education is one sure measure of giving such aid through family oriented strategies. Research "suggests that programs that work with parents to strengthen parenting skills and to enhance familial and community context for human development can produce long term gains for children and youth in areas that are of particular interest to policy makers. Various forms of intra- and extra- familial social support can mediate parenting attitudes and behaviours thereby contributing positively to human development. 4

Mothers complain of being overworked. They do not have enough time to spend with their children. Quite often, if the situation is examined carefully, the mothers can find some time. However, these mothers need to be encouraged about the priority of spending enough quality time with their children if their children are to develop socially, physically, intellectually, creatively, emotionally and spiritually. Some parents are under-educated and a few are illiterate. Such parents easily recognise the need to spend quality time with their children. In such matters they need education. This education is, as noted by White, within the grasp of even the illiterate mothers precisely because of the age range of the children. Many parents of at-risk children have financial problems. They need the help and support such a program can offer. In addition, even small items like crayons, paper and other educational materials necessary for the proper education of their children may pose a burden. These mothers need easy access to such materials as books. They also need to be made aware of the relative ease with which home-made and natural materials can be used. The Parenting Program can provide such easy access and education, in addition to the help and financial support.

There are certain patterns and beliefs that have resulted from the Caribbean's history of slavery, colonialism and post-colonialism. One such prevailing belief is the necessity of physical punishment in producing discipline. While it is not suggested here that a smack or two will hurt a child yet the prevalence of sometimes extreme physical punishment is disturbing. Another disturbing historical pattern is the absence of men in family life as life partners or husbands. Where men are present, their habit of having multiple partners, not playing with the children and so on causes severe traumas in the emotional life of mothers and their children. There is a great need for men to become better parents. The Parenting program can address this serious concern.

The objectives of this Parenting Program which is called here, Parents as Teachers Program, are as follows:

1. To curb the problem of child illiteracy
2. To help children succeed in school
3. To reduce failure in school
4. To help parents acquire the basic knowledge, understanding and skills to enable them to adopt acceptable child rearing practices
5. To help parents achieve an enhanced measure of self-assurance and respect, demonstrated through their increased involvement in a variety of activities relevant to their child's education
6. To train Parent Educators or Home Visitors
7. To enlist parental cooperation in solving school and/or centre related problems, for example, discipline,
8. To encourage parental participation and follow-up of their children's emotional and cognitive development up to adulthood
9. To help curb child abuse and other mental health problems related to children
10. To aid in the alleviation of a mounting number of family related social problems such as teenage pregnancy, increase in juvenile crime and inter-generational poverty.

The activities of this Parents as Teachers Program include:

1. Monthly group meetings with parents
2. Monthly private home visits to parents and their children by trained Parent Educators
3. The creation of a referral network that can help parents find special services that are beyond the scope of the Parenting Program
4. The use of parents as volunteers
5. The use of parents as paid aides
6. The participation of parents in the decision-making

process.

PARENTS' MEETINGS

It is important to stress from the outset that while parent meetings can be used as part of the parent involvement process, they should not be the total program.

Rationales for parent involvement in parent meetings include the following:

1. To give parents a feeling of importance and support in their role as parents and educators

2. To enhance the self-image and performance achievement of the child

3. To change parents' attitudes about the school. This is particularly important where the parent has a negative attitude toward the school. It also helps where the parent has little knowledge of the school or its program, for as parental knowledge about school programs increases, parental approval of the school's programs also usually increases

4. To provide parents with skills which they can use at home with their children

5. To provide opportunities for parents to share experiences and form support networks

6. To address parents' questions and concerns as they arise.

MAKING THE PARENT FEEL WELCOME

Some teachers are hostile towards parents. They feel that parents are a bother and sometimes make them feel very unwelcome. According to Morrison, "traditionally, schools have not been anxious to involve parents in the schooling process". [5] Administrators have been heard to say "the parents are lying". When a parent makes a report some teachers become very upset and what is worse, sometimes take it out on the children. All teachers should remember that every parent wants to be a good parent. They do not complain because they want to complain but because they are anxious about the quality of care and schooling their children receive. Early Childhood Education professionals should treat parents with kindness, love and patience. When a parent makes a complaint, he or she should be listened to patiently and the complaint taken seriously. These complaints should be discussed in staff meetings during which the staff should not be angry with the parent for bringing up the complaint. A decision should be taken regarding the complaint and this decision conveyed to the parent as

gently as possible. On no account should revenge or hostility be expressed to the parent or his or her child because of criticisms made. Rather, criticisms should be encouraged because they signal avenues for improvement in the quality of the services rendered.

During parent meetings, time should always be left for parents' questions and concerns. These should be followed up at staff meetings and board meetings and at least two meetings after; decisions regarding the particular question or concern should be conveyed to the parents. Follow-up is vital; without it the parent will not take the institution seriously and will more often than not withdraw his or her involvement, if not his or her child from the school, if the matter is serious.

AGENDA FOR GROUP MEETINGS

1. Welcome
2. Sign-in sheet. This is very important as it is possible to gauge the level of parent involvement from centre to centre, and compare. Where involvement is low, strategies should be used to increase inolvement. A list should be prepared alphabetically with dates and signs indicating those present or absent; parents chronically absent should be contacted. Parents consistently present should be rewarded
3. Announcements
4. Introduction of speaker and topic
5. Discussion
6. Parents questions and concerns
7. Any other business (A.O.B.)
8. Social time for the parents (if appropriate)
8. End meeting. Date of next meeting. In consideration of parents, limit the meeting to one hour and a half at most.

RAISING ATTENDANCE AT PARENT MEETINGS

Attendance which is less that 40% - 50% should be considered low. Even if attendance is 60%, efforts should still be made to improve it. A minority of parents, some of whom hated school, may never attend meetings despite persistent appeals. However, most can be persuaded to put in an appearance even if irregularly.

One way to increase attendance is by at least once a year,

preferably after three unattended meetings, visiting the parent. The parent should know what was discussed and be encouraged to attend the meetings. The staff should divide up parents among themselves and each member of staff receive his or her quota and visit these parents who do not attend meetings at least once a year.

If after or even before a home visit, a parent still does not attend meetings, then a letter should be sent to the parent asking him or her to come to the school on a matter of importance to his or her children. When the parent comes in, as during the home visit also, the parents should be told the importance of and the value of parent involvement through group meetings. The parent should be shown a list of attendance of parents at meetings and his or her name figuring on it.

At the end of the year, each parent should receive a letter stating how many meetings out of the total number of meetings held that year they have attended. If their attendance is high, they should be commended. If it is low they should be encouraged.

Parent meetings should also serve as support groups which help parents with social, emotional or financial needs.

INVITING GUEST SPEAKERS

Administrators must remember that the guest speaker should be invited one month in advance, first orally to confirm the topic and to confirm her or his agreement to be guest speaker.

This oral invi ation should be followed up - no more than one week later - by a written invitation. It makes no difference whether this invitation is typed or handwritten.

This written invitation should be followed up by a letter or reminder at least one week before the guest speaker is due to appear.

Finally, the day before, the guest speaker should be given a telephone call to remind her or him of his or her guest appearance. If the guest speaker does not have a telephone, the administrator should send a message by a neighbour or close relative.

It is important to remember these four steps:

1. Ask the guest speaker one month in advance

2. Write a letter to the Guest Speaker three weeks in advance

3. Send a letter of reminder to the Guest Speaker

one week in advance

4. Telephone the Guest Speaker one day in advance or send a message by a neighbour or relative.

It is important, also, to remember that the Guest Speaker is not only there to educate but to be educated. For each topic that the guest speaker is asked to talk about - even if the guest speaker is a specialist on the topic - the centre must provide research material for the guest speaker.

Also, as much as possible, guest speakers should come from the community itself. Parents should also be sought out as guest speakers. These guest speakers should be given the latest material on the topic they will speak about so that they can do some research on the topic and, thus, present reasoned judgements.

HOME VISITS

The home visits are most adequately dealt with in the Parents as Teachers Manual done by LABCEC. **6** This manual was adapted from the Missouri's Parents as Teachers program for the ages of 0 - 3 and from Janet Browne's manual for the ages of 3 - 5. **7** J. Beaty also serves as an important reference. **8** The manual was funded by International Community Educators Association (I.C.E.A). Although the manual has been adapted, it is based on the LABCEC experience.

The Parents as Teachers Program was initiated at the Laborie Community Education Centre in October 1987 as a result of a felt local need. In the first phase, from October 1987 to March 1988, 31 home visits were paid. In phase two, from September 1988 to June 1989, 104 home visits were paid. Between September 1992 and August 1993, 1000 home visits were paid in Laborie and in three other communities. Presently, the program operates in four communities and approximately 1,000 home visits are paid yearly.

From the initial home visits, it emerged that parents were clearly interested in learning how and what their children learnt at school. Thus, it came about that instructional processes, considered important by the parents, were married to child development and growth, considered important by the centre, to make up the bulk of the program. As noted, the program and its activities are discussed in detail in the manual which can be got in part or in whole from LABCEC at a cost of EC$.15 cents per photocopied page. A Parent Educator visiting a home of a 0 - 3 year old, for example, will follow these procedures:

A. Rapport Establishment
B. Observation
C. Discussion with parent

D. Lesson with parent and child
E. Summary.

At home, the Parent Educator will then write a report on the home visit which will include name of family, name and age of child, date of visit, topic, lesson, special problems and detailed, precise minutes of the home visit.

Parent Educators can be taken from trained unemployed parents, social workers, Early Childhood Education teachers and factory workers. The most necessary qualities of a Parent Educator are:

a. Ability to communicate with people

b. Experience with the child-rearing process

c. Ability to establish rapport with the socio-economic group being visited.

Training of the Parent Educator should involve:

1. Orientation to the role of the Parent Educator, including a discussion of the goals and objectives of the program, an explanation of the justification for the program and an explanation of who will be visited and what will be the services provided. The manual should be read and explained in detail

2. Training related to attitudes toward home visiting including sensitivity to the needs and feelings of others and clarification of the Parent Educator's value system in relation to the socio-economic, ethnic and religious background and life styles of the population to be visited. Communication skills are extremely important, including the facilitation of communication among adults and children, communication with a headteacher or distraught parent and non-verbal communication

3. Training related to skills needed on the job, knowledge such as information on local groups that can be called on for assistance, knowing the materials to be taken on a home visit, filling out forms, what to do and what not to do on a home visit, acceptable manners in the home of a parent and confidentiality of what is seen, heard and confided

4. Prior to conducting a visit alone, the Parent Educator should attend a visit being conducted with an experienced Parent Educator

5. Continuous training is essential. At least once every two months Parent Educators should meet with the Director of the Centre and discuss written reports on their minutes

and comments on the same. Without this ongoing built-in training the program will not exist for long.

Up to now, the problems encountered during home visits have been serious. Parents have financial problems, live in minute homes, do not have enough food to feed their children adequately, need jobs, have problems with relations with their children's fathers, take drugs. In extreme cases, children are physically abused. There are other problems. A parent would like to have access to books and toys for his or her children. Parents shout at or beat children excessively. Parents do not use the english language at all in communication with their children.

Follow-up to these problems are necessary. Often, local or national groups can be contacted to give food-aid, clothes-aid or even financial help in instances. Again local groups can be contacted to assist with adequate housing. Additional counselling is needed for the parent and physically abused child. Parents are being counselled on the absolute necessity of at least one member of the household speaking to the child in english language all of the time. Books and toys are being loaned to the parents, although parents in Saint Lucia should be reminded that creole is their mother-tongue and, as such, should be valued and also spoken to the child. However, a referral system now being set into place needs to be systematized and formalized on the level of community to community.

PARENTS AS VOLUNTEERS

In this developing and rural Caribbean society, few efforts at making parents volunteers on a systematic basis have worked. Yet, one effort is poised and on the verge of working. This is having parents serve as volunteer Classroom Observers. In the Early Childhood Education Centres, there is an ardent need for Classroom Observers, but not enough skilled people are available, and finances to pay for these Classroom Observers. Since parents are most directly concerned with their children's education, it is thought that the more educated parents could serve, with the permission of their employers, as field officers on a monthly basis to the centres. In other cases, a trained Administrator could be paid a stipend by the centre itself to serve as a field officer.

When it is the parent who is serving as a field officer, the parent should undergo training. He or she should be perfectly acquainted with the accreditation procedures which will be studied in depth and the licensing requirements. The curriculum and samples of activity sheets should also be accessible to and understood by the parents. In addition, these parents should read from cover to cover the Parents as Teachers manual. They should attend regular group meetings and membership meetings. They should also participate in training sessions relating to child development and growth on a yearly basis.

Parents also serve as volunteers - and very willingly - on field trips. They can also help in the creation of new learning materials and learning centres. Parents can tutor large and small groups, help on lunch duty and in extra-curricular activities. Parents can perform clerical activities such as grading and recording, filling out records and forms as well as helping to maintain library books and learning files.

PARENTS AS PAID AIDES

In conjunction with the home visitation program, parents are discovered with financial needs. Some of them cannot afford to send their children to the centre. Likewise, the centre has needs which the Early Childhood staff are hard-pressed to fill. Some of these needs are for assistants on playground duty. Very often, children do not get enough playground time partly because the staff have other priorities and partly because the staff sees playground duty as unprofessional and a task. Having a parent as a paid aide with a stipend doing daily playground duty for an hour or more per day is one way of ensuring that the children's needs for outdoor play are met, the parents' needs for financial assistance and communication with their children are satisfied, and the staff needs for extra time can be catered for.

In addition, staff often find it difficult to come to the centre at the time the parents find it necessary. A paid parent aide who comes in from 6.30 a.m. to 8.00 a.m. per day can do an indispensable service for the parents, staff and children. These small and financially strapped centres can also hardly afford the desirable ratios of staff to children. This is where a parent or two who come in for an hour or two to help bathe, dress, comb the children's hair and teach as paid parent aides can help immeasurably without driving up the costs of the operation too much.

PARENT TEACHER CONFERENCES

Parent-teacher conferences or meetings are an important part of the school's program. These can often be incorporated into open days. Projects should be displayed for viewing. Folders for each child with examples of work done in the class should be ready. The Administrator and staff should prepare the specific topics they will talk about to each parent. They should greet the parent warmly and talk for a few minutes to get to know each parent and their hopes and dreams for their children. The Administrator and staff should take care not to begin the conference with negative remarks about the children. On the contrary, their first reaction should be to make positive comments about the child. Any difficulties experienced by the child should be left for last and should be discussed with a great deal of sensitivity in relation to the parents' feelings about their child.

A conference should have a follow-up. The parent should be asked for a time for the next conference. Advantages of these conferences include the fact that the parents note that the Administrator and staff care about their child. There are clarifications to problems, issues. Advice is possible. Parents and children are encouraged to continue to do their best. Programs can be extended and new plans formulated. 9

In all this, the treatment of the parents is extremely important. Parents must also see themselves as decision-makers, thus, the suggestion that parents also make up at least one-fourth of the board. Parents must feel welcome. They must feel that the staff, board and membership appreciate them. Parents must not feel that they are working at odds with the centre. Where there is an issue with which staff and parents do not agree, such as spanking and writing of names, all efforts must be made to conciliate the parents and to treat the parents' opinion with respect. The staff should not be afraid of the parents. They should not be hostile to the parents or fearful of losing control. Nor should they feel that they are the trained professionals and the parents simple "botherers". Staff should remember clearly that parents want the best for their children. Staff should conduct yearly parent evaluations in terms of parents attitudes and opinions of the centre (see Appendix O). Where the account is a negative one, staff should not respond negatively but, rather, try to look at the errors made and see how these can be corrected.

If parents and staff and board and membership work in harmony and peace, this is one of the most important attributes of a quality centre.

CHAPTER FOUR

THE ROLE OF THE DIRECTOR

The Director is the central figure in this non-governmental, not-for-profit institution. Without him or her, the community emphasis of the work would be non-existent. If she or he does the work inadequately, so will the community ethos be inadequate.

Care must be placed in choosing a Director from the local community. If the Director is not the initiator of the project, then the Director should be chosen by the board initiated either by the Early Childhood Education Administrator or the Project Advisor. The Director would feel the pulse of the community on ticklish and important issues, know potential volunteers, help recruit potential staff and so on.

It is not important that the Director be an Early Childhood Education Professional in these small Caribbean communities. However, he or she should be very well read on Early Childhood Education (see Appendix J) and seek the advice of the Administrator whenever in doubt on a particular subject.

Another name for the Director could be the Chief Executive Volunteer, for the Director is really a volunteer. It is true that it is imperative that he or she receive a small honorarium. However, this honorarium should be seen as a simple thank you. It will not be able to cover administration and communication costs. This honorarium is essential for a systematic, ongoing service but does not cover even one-tenth of the cost of the services which the Director will provide. It is important to state that where a Director, through majestic effort, manages to initiate a high level of local fund-raising, this honorarium should increase. This would give some incentive to Directors in their fund-raising drive and would certainly commend dedication. However, the Director's honorarium together with stipends to staff salaries should not exceed forty percent of the local fund-raising, since at least sixty percent will be needed for program costs.

The Director should oversee board meetings. He or she should ensure that there is always an 80 - 90% turnout at board meetings. If the turnout is less, then either the Director is not relating to board members well enough, informing them early enough, reminding them of meetings or members of the board have to be replaced when needed. More often than not once the board is committed, it is the Director who must provide leadership and who must review his or her tactics. It is essential that an agenda along with accompanying papers, including the past minutes, be circulated at least ten days in advance of the Board meeting. Board members need to come to the meetings prepared, and for this, an agenda circulated in advance is essential.

Topics which the Director should include on the Board Agendas are

- Classroom observation by parent field officers (every meeting)
- Constitution (at an initial meeting and for as many meetings as necessary)
- Licensing requirements (annually)
- Evaluation of Board members by each other, including their fund-raising performance and attendance. See functions of board in Chapter 6 for an indication of evaluation topics (annually)
- Board manual (annually)
- Letters to sponsors and follow-up (every meeting)
- Minutes of Parent Meetings (every meeting)
- Minutes of PAT (Parents as Teachers) home visits meetings (every meeting)
- Written policies of the centre (annually)
- Friends organization (as needed)
- Job descriptions of Director and staff (annually)
- Annual budget (annually)
- Results of staff evaluations (annually)
- Annual report (annually)
- Discussions of parent questionnaires and follow-up.
- More cursory annual evaluation of staff
- Forms of technical assistance to the Early Childhood Education Centres (ongoing).

At every meeting, the possible date or week of meeting should be set. The Director should then contact each Board member personally to confirm or set a date for the meeting. Agendas should then be sent ten days before with the date of the meeting attached. A written reminder should be posted and a reminder by telephone should be made, whenever possible. Only if the Director has followed the preceding steps with each board member, can he or she be absolved of the responsibility of low turnout. This

excludes, of course, the Director's style at meetings which style should be democratic enough to encourage Board attendance.

The Director, together with the Early Childhood Education Administrator, should be responsible for recruitment of staff for the centre. In cases where the Early Childhood Education Administrator is not yet adequately trained, that is three years' training by relevant institutions, this duty should be done in conjunction with the Project Advisor where there is one. It is important that the Board does not implicate itself in this recruitment. The Board recruits the Director who, with the Early Childhood Education Administrator, recruits the staff. The board can advise or suggest staff members, but should not interfere with the actual recruitment or dismissal, although explanations for any dismissal should be given to the Board and staff members should be given an opportunity to appeal decisions to the Board when necessary.

Together with the Early Childhood Education Administrator, yearly staff evaluations should be conducted by the Director and these results should be presented to the Board (for example of staff evaluations, please see Appendix C). In addition, the Director should help the Early Childhood Education Administrator direct and hold parent meetings. For a list of possible topics for parent meetings, see Appendix I. These meetings should be held once monthly. (See chapter on conducting parent meetings). The Director should also coordinate parent volunteers. One important parent volunteer is the parent field officer who pays a monthly visit to the Early Childhood Education Centre to observe (see Appendix K for observation techniques). Paid parent aides such as the aide who arrives at 6.00 a.m. or 7 a.m. and works until the first member of staff comes in to facilitate parents who need to go to work early or the aide who helps with the daycare or the aide who helps with playground time should be used. These aides can ideally be poor parents who need the financial help. The attendance of such parents at parent meetings should be compulsory for at least 3 consecutive years to help with their training. More importantly, these parents should be taken from those who participated in the home visitation program for at least 10 months, again to ensure a minimum level of training.

Another duty of the Director is to co-ordinate the Parents as Teachers Home Visitation program. The Director and the board should see PAT home visits as a priority since it has been proven clearly that an Early Childhood Education program without community and parent involvement loses its value to the children. **10** Board members and membership should be encouraged to pay at least one home visit per month. The Director should hold bi-monthly meetings with the Parent Educators (see chapter 3 on Parent Involvement) where the contents of the home visits are discussed and the necessary follow-up to problems instituted in the form of referral or other means (see Appendix B on agenda and report of a Parent

Educator's minutes).

Financial management oversight is also provided by the Director. There could be two separate account books - one for the Early Childhood Education Centre and one for fund-raising as coordinated by the Director. Ideally, however, one book is preferred. The Director should check the accounts on a monthly basis and produce monthly statements, ensuring that the line items are kept within the parameters of the annual budget. Also, along with the Early Childhood Education Administrators, the Director should ensure proper maintainance of the centre. Likewise, the Ministry's licensing requirements, a copy of which should be procured from the Ministry, should be met.

Preparing an annual report is essential. Unless an annual report is prepared, much of the direction of the centre may be lost and the centre could fall foul of its objectives and activities. This annual report should include:

a. An explicit narrative description of the organization's major activities including:

   I. The Early Childhood Education program which should include:

      a. numbers registered for the year

      b. number of activity plans presented by each staff member as compared to number supposed to be presented for three consecutive years of work only.

   II. The parents meetings including:

      a. topics done and guest speakers

      b. issues raised by parents

      c. follow-up.

   III. The home visitation program including:

      a. number of parents and children visited

      b. ages of children

      c. topics covered

      d. highlights of program

      e. problems encountered with parents and children

f. follow-up.

IV. Any other program conducted by the centre.

b. A financial summary, describing:

Parents' fees
Fund-raising
Grants
Bank costs in
Loans in
Bank costs out
Materials
Premises
Personnel
Food program
Equipment
Miscellaneous

c. A list of Board and staff members

d. Audited financial statements or a comprehensive financial summary identifying revenues in the categories described in b. above and reporting ending balances (when annual report does not include full audited financial statements, it should indicate that they are available on request).

The Director should assist the Project Advisor in liaising with funding agencies (for more on P.A., see Chapter 7). The Director should sign all project proposals sent out and should be the signatory for all correspondence with all funding agencies - or the chairperson should be - even if he or she has only read the project proposal or correspondence drafted by the P.A. He or she should, at minimum, read all project proposals and correspondence sent out. It is important that Directors be the signatories. It is helpful to the grantee organization not to be associated with one agency or one Project Advisor making a request on behalf of a number of organizations.

Liaising with the Government is a highly important task of the Director. Government sets policy directions that determine, to a large extent, the activities of the centre, specific Ministries have a key role to play in areas of training and financial support, and their moral support is highly desirable. It can be counter-productive to the institution if such support is not given. Regular contact with relevant officials in the Ministries of Education, Planning, Health and Community Development in cases of needs only, can only assist the Director. All efforts should be made, if possible, to avoid conflict with officials of these Ministries.

Holding an Annual General Meeting, while a special event, does not need to involve much extra work for the Director. The A.G.M. should involve a meeting of Board, staff, parents, general membership, sponsors and desirable outside persons. For the A.G.M., an advance agenda with written reports should be provided. There should be a time schedule which should be adhered to. Time should be left for questions, discussions and debate. The A.G.M. should be topped up with a fun-filled and interesting dinner. The Director and Board should remember that the speaker chosen should fit into the mainstream of their current efforts. Plans should be carefully laid to honor and recognize those who have faithfully served. Interesting locations should be selected for the A.G.M.'s where possible and the Director and Board should work hard at promoting attendance. A fee should be charged for lunch or dinner. A telephone campaign should be conducted to promote attendance. Advance notices should be sent to the media. A committee should be appointed from the Board. The tasks - registration, promotion, awards, program, publicity - should be distributed. Finally, special attention should be paid to the arrangements of the A.G.M. **11**

One of the major roles of the Director is to oversee the membership or friends. This is dealt with in detail in chapter 9.

With the Administrator, the Director should hold staff meetings at least once every two months, of which records should be kept. The Director is also responsible for the preparation of annual budgets and for ensuring a yearly audit is conducted.

Where no Director can be found initially, duties could be divided up among two or three board members. This should, however, be seen as temporary as a dedicated and committed leader is one of the signs of a successful not-for-profit organization.

The Director's role can be an exciting and stimulating one. It is a dedicated role. However, the staff, Board and membership should remember clearly that the Director's role is a volunteer one - one which requires hard work and a great deal of commitment. The Director must be supported and not treated cynically. It should be appreciated clearly by all involved that in the Director's duties are inextricably linked loads of community love.

CHAPTER FIVE

THE ROLE OF THE EARLY CHILDHOOD EDUCATION ADMINISTRATOR

Like the Director, the Early Childhood Education Administrator's role is crucial for different reasons. The Administrator also determines the community ethos, particularly through his or her interaction with the parents. Parent interaction is, however, discussed in chapter 3. The Administrator is also vital in determining, more than anyone else, the spirit of the centre.

The Administrator should be trained. This is crucial to his or her conducting proper work. He or she should have undergone at least 3 years training at relevant institutions. If this training is not complete, the Administrator should be in the process of applying to do this training. Under no circumstances should there be an Administrator who is neither trained nor applying to be properly trained.

One of the duties of the Early Childhood Education Administrator is the organization and supervision of work, through writing and supervising the daily activity plans. This is important as it forms part of the staff training. The Administrator should also do supervised activities with a group of children, i.e. "teach" for about two hours per day, keeping records of the children's work as she does so. The Administrator is, along with the Director, responsible for maintaining the centre and for animating annual events such as Christmas parties, Graduations, Open Days and so on. Attendance records, meeting the Ministry's licensing requirements, and sitting on the Board are all part of the Administrator's duties. The Administrator should set aside two hours per week for training other staff members. This training could include:

- The Parents as Teachers manual
- Licensing requirements
- Classroom observation as done by the field officers
- Topics from the curriculum
- Excerpts from this Handbook
- Staff annual evaluation
- Preparation of a newsletter
- First aid

- Forms of technical assistance
- National Insurance Scheme
- Involvement of fathers
- Staff questionnaire as published by National Association for the Education of Young Children
- Parent questionnaire as published by National Association for the Education of Young Children
- Writing activity plans.

The Early Childhood Education Administrator should help the Director liaise with the Ministries. Importantly, he or she should collect or supervise the collection of all fees as well as enter all receipts and payments in the accounting book. In some centres, this responsibility could be delegated to another staff member, an office assistant, for example. When this is done, however, the Administrator should peruse the books at least once per term as a follow-up on the Director's monthly supervision. The Administrator should acquaint herself or himself with the monthly statements and where amounts are higher than proposed in the annual budgets, take all steps to make these amounts balance with the budget. The Administrator should do or supervise postage, payment of NIS, transactions with the bank; he or she should make sure that all bills such as electricity, telephone, water and rent are paid promptly.

However, perhaps the crux of the Early Childhood Education Administrator's duties is her interaction with the children. Since she or he does not do this alone but as part of the responsibilities of all staff members, this topic is dealt with in chapter 6.

The Administrator has authority over the rest of the staff. However, he or she has to be careful that this authority is not abused.

An Administrator does not have to exert his or her authority too harshly. If he or she exercises his or her authority with firmness yet gentleness, it will slowly become clear to the other members of staff that he or she is in control and the staff members will give him or her the respect that is deserved.

Also, the term "in control" must be used with caution. The Administrator really should be in control of herself or himself and in control when situations are difficult but not necessarily in control of others. Others are not to be controlled or manipulated. Rather, they are to be understood. The administrator has to treat every member of staff as an equal - deserving of respect. In this

way, respect will be returned.

This does not mean that the Administrator does not have the right and duty to exert his or her authority, when decisions have to be made. These decisions may be painful to some, but may be necessary to ensure the discipline of the institution. The decisions should be taken firmly but gently, and in no case should the Administrator try to take revenge on a member of staff or to exert his or her authority with undue harshness. This attitude will be resented by others and they will react in ways inimical to the interest of the institution and to the Early Childhood Education Administrator.

One problem which resurfaces is sharing the day to day tasks such as cleaning, for example. In cases, Administrators complain that staff are not pulling their weight. In others, staff complain that administrators are not pulling theirs. Administrators must strike a balance. Early Childhood Education Administrators, like other staff members, are supposed to help in the cleaning up. The staff are only servants to the extent that the administrator herself is a servant. In cases where the staff is not helping enough, the administrator must demand firmly that they do so. However, it might be useful as well for the administrator to examine herself. Is he or she pulling weight in helping also? Even if she is, how is she conducting relations with his or her staff? Does the administrator keep good relations with her staff so that the staff feels like cooperating with the E.C.E.A.? Is the administrator balanced in coping with staff relations? Or is he or she sometimes too harsh and sometimes too soft and lax causing confusion in the minds of the staff members, leading to disrespect when attitudes of the administrators are too "soft" and resentment when the administrator suddenly tries to make up for "softness" by being too harsh.

The conduct of good relations with one's staff is not an easy task. Personalities clash even if there are no other problems. In cases where characters clash or there is an open quarrel around a certain issue of work, the Early Childhood Education Administrator must be very careful. While insisting on the work to be done, she should be very careful that she does not let her anger take control and say hasty and negative things about the other even if the staff member lets her anger get out of hand and says bitter things about the administrator. In fact, it might be a good opportunity for the administrator later in private to question what criticisms spoken in anger by the staff member were unjust and which were just.

If unjust criticisms were made by the staff member to the administrator, she should speak about this in a face-to-face session with the staff member in private when emotions have calmed down and certainly not on the same day. On the other hand, if the administrator loses control of herself, she should most certainly apologize.

As noted before, the conduct of good relations between the Administrator and her staff is not an easy one.

To conduct good relations, the Administrator must treat the staff as persons deserving of respect. She must be understanding, kind and patient. She must be responsive to the moods of the staff and try her best to cooperate with the staff. This does not mean, as said, that the administrator should try to cooperate with the staff to the extent of not adhering to the levels of quality that the institution requires. In other words, this does not mean that the E.C.E.A. must give in to the staff to the detriment of the institution, including the children.

The Administrator must realise that she is no better than any member of staff and must treat each and every member of staff with respect, consideration, care and fairness.

In her or his relations, the Early Childhood Education Administrator determines the tone of the centre in relation to parents, staff and children. It is a unique role, one of great responsibility. In this, the Administrator must be a role model.

CHAPTER SIX

THE ROLE OF OTHER STAFF

The staff is extremely important. Parents are most concerned with the quality of care their children receive at a centre, and it is the staff that determines this quality. A staff member who speaks harshly or shouts often at the children, is rough with the parents, chats often with her friend outside the centre or sends children's clothes home with faeces inside them is working to the detriment of the institution. On the other hand, a trained staff member who demonstrates great qualities of kindness, love, patience, caring, stability and joy in her or his work is an asset to the institution.

The staff should do daily activity plans for as long as it takes them to master this activity well. Even when the staff member has completed a full set of perfect plans based on the curriculum, he or she should still do a minimum of new, creative plans per month. Records should be kept of children's work to send home. The staff should attend and help to animate all parents meetings. The staff should attend regular training sessions, organised by the centre, the Ministries and other personal development and academic training institutes. Where, for instance, continuing education in C.X.C. English and Math are available, the staff might enrol. Shopping - as delegated by the Administrator - paying NIS, doing bank transactions and paying electricity, telephone and water bills promptly are all part of the responsibilities of the staff. Some staff may have to receive parental fees. Keeping the premises clean (kitchen, bathroom, mirrors, sinks, yards, bedsheets) and recording food items used are staff duties. Each member of staff, including the Administrator, should pay at least one home visit per year to the parents, dividing the registered parents among the staff on role.

Interaction among the staff and children is tremendously important. Staff should interact frequently with the children, showing affection, interest and respect. **12** They should interact not only orally but also by smiling, touching and holding. Staff should talk with and listen to individual children during activities and routines. They should seek meaningful conversations with children. Staff should give one-to-one attention to infants during feeding and diapering, allowing time for infants responses. The staff should be available and responsive to the children. They should quickly comfort infants in distress, reassure crying toddlers, listen to children with attention and respect, and respond to children's questions and requests. Staff should be aware of the activities of the entire group even when dealing with a smaller group. They should position themselves strategically and look up often from involvement. Staff should spend time observing each child without interrupting an actively involved child.

The staff should speak with children in a friendly, courteous manner. They should speak with individual children often and should include children in conversations. Staff should speak to children at eye level and call children by name. The staff should talk with individual children and encourage children of all ages to use language. They should treat children of all races, religions, family backgrounds, and cultures equally with respect and consideration. They should provide children of both sexes with equal opportunities to take part in all activities. For example, they should provide models, props and visual images that counter traditional sex-role limitations such as female firefighters and male nurses. Staff should value positive levels of noise and activity involving both girls and boys. When acknowledging individual children, staff should avoid gender stereotypes in language references. They should use words such as strong, gentle, pretty, helpful for both boys and girls. If small groups are designated, staff should avoid dividing by gender.

Independence in children as they are ready should be encouraged by the staff. Staff should use positive approaches to help children behave constructively. Guidance methods should include redirecting, planning ahead to prevent problems, encouraging of appropriate behaviour and consistent, clear rules developed in conjunction with children and discussed with them to make sure they understand. Staff should describe the situation to encourage children's evaluation of the problem rather than impose a solution. Staff should not use physical punishment or other negative discipline methods that hurt, frighten or humiliate children. The overall sound of the group should be pleasant most of the time. Children should be generally comfortable, relaxed, happy and involved in play and other activities. The staff should help children deal with anger, sadness and frustration by comforting, identifying and reflecting feelings and helping children use words to solve their problems. They should encourage prosocial behaviours in children such as cooperating, helping, taking turns and talking to solve problems. It is important that the staff model the desired behaviours among themselves. Staff expectations of children's social behaviour should be developmentally appropriate. For example, infants should interact freely with one another as staff observe, alert to respond and model safe interaction when necessary. Two pieces of the same, popular equipment should be available so that toddlers are not forced to share too often. Preschoolers should be encouraged to cooperate in small groups. Children should be encouraged to talk about feelings and ideas instead of solving problems with force.

A quality centre means also a caring centre. A caring centre automatically involves a caring staff. Staff must be trained in appropriate behaviours and appropriate attitudes for a quality environment at the centre to be sustained.

CHAPTER SEVEN

TECHNICAL ASSISTANCE

Technical assistance is only essential when an Early Childhood Education Administrator would like to start a community-run centre but does not yet have a functioning Director or Board. However, it is important to note that technical assistance is also essential in instances where an Early Childhood Education Centre needs the financial backup from funding agencies in order to achieve a level of quality in terms of areas such as Building, Resource Accoutrements and Training. Technical assistance may be needed to train the Director although an intelligent Director with this booklet should be able to manage on his or her own.

The tapping into international sources of funding is another reason why technical assistance may be needed. This assistance does not have to come from the same local community as the Director but it is important that this technical assistance be sought in the same country as the institution. This assistance will be needed by the institution only until the institution is financially and intellectually self-sustainable, a feat which may take between two and seven years to accomplish.

Technical assistance could be sought from an institution or from someone who holds, at minimum, a B.A. degree. He or she should communicate easily with others and, especially, be able to tap into foreign sources of funding. Nevertheless, this assistance should not only be seen as a lead into foreign funding sources. The person or institution chosen should be able to provide the technical assistance to foster successful growth in the quality of the organization. In other words, this technical assistance should assist the Director in terms of setting up a quality institution. The institution or chosen person serves as an important, additional, trained human resource who can aid the Director - for a period of time - in the establishment of a quality Early Childhood Education Centre.

Such an establishment in Saint Lucia often requires the acquisition of land and building, since suitable low-cost accommodation is rare in this island. The institution or person providing this technical assistance will need to have access to a computer and skills at letter-writing and proposal writing.

This technical assistance can also be useful to the Director in:

- Construction
- Training

- Financial management assistance
- Parents as Teachers Program with home visits
- Other parent involvement
- Setting up a local Board of management
- Research and purchasing play equipment and resource accoutrements
- Networking
- Field visits
- Membership
- Other technical assistance

The indispensability of such technical assistance lies in the institution's or person's access to foreign funding agencies and his or her ability to pass on experience gained from establishing or working with one community-run institution to the members and officers of other institutions. It is a necessity which has a time-span. For a local community-run institution which remains dependent on a central institution for its management is not really managed by the community and does not impart real ownership to the community. Good technical assistance is one which has initiated successful projects in communities, projects which are surviving without the institution or person. In other words, a good technical assistant or project advisor is just passing by and leaves in his or her wake, successful community-managed and owned, sustainable institutions.

CHAPTER EIGHT

THE BOARD

There are manifest benefits in having a board, including the enormous advantage of contributing to financial sustainability. Finance should, however, not be the only or major reason for having a board. No board member would accept the enormous fund-raising responsibilities without the moral, intellectual, social, emotional and creative commitment to the institution. Getting such a great commitment, and attracting board members away from other volunteer activities, requires a great amount of hard work, dedication, time and commitment on the part of the Technical Assistant, the Director and the Pre-School Administrator.

Board members one chooses should be people one admires, respects and is inspired by. This is not to imply that only one person should choose the board members. In cases, however, where there is only one founding member, this member can indeed choose. Ideally, however, where there are two or three founding members, these members can form a nominating committee to nominate the board members. Where the board is already functioning, the board itself should form a nominating committee to choose incoming board members. Where even the nominating committee is uncertain as to who to choose get the advice of religious leaders, and community group leaders. In recruiting a new board member, one should send an attractive letter, accompanied, if possible, by an impressive delegation. Even if he or she turns you down, some important public relations work would have been achieved.

Board members should be people with special human qualities of kindness, patience, love, community spirit, dedication, commitment and intelligence. Board members should hold the respect of the community and unpopular people should be avoided. This does not mean that the board members you choose will not have enemies. However, they should incarcerate human qualities so immensely that the balance of popularity weighs clearly on their side. Some board members with enormous human spirit may not necessarily be popular in the sense that the popular politician is popular, for example. However, they should, at least, hold the respect of the local community and, in the case of an employer, have the reputation for a certain fairness.

Human qualities, though enormously important, do not compose the only reasons on which the choice of a board member should be based. There is at least one Caribbean organization, which is extremely developed, sophisticated and genuinely caring organization, holds the policy that board members should come from the non-influential sections of the local community. O'Connell confirms this policy by stating that if one wants to change the status quo it is inadvisable to choose members from the status quo. **13** While on the national and governmental level this attitude has

sound reason behind it, on the local community level it might be wise to employ alternative methods.

On the local community level, in the field of early childhood education, an indispensable potential ally is, for example, the principal of the Infant or Primary School. Also, a potential ally is the District Education Officer of the area. A principal or district education officer nominated by the Ministry does not reach his or her position without holding personal qualities of leadership, determination and flexibility, for example. Nevertheless, the fact remains that these individuals may be required to change slightly their philosophies. Again, it should be stressed that it is noteworthy of their training and personal development, that there is yet to find one principal or D.E.O. who has had to re-invent his or her philosophy.

Leaders of youth organizations are also important allies. Oftentimes, some youth may not feel comfortable working with older people. However, persistence should be maintained and youth leaders should be adequately represented on the board. The same applies to minorities in terms of race, religion or nationality in the case of Saint Lucia. Former Government officials who presently work in the private or public sector can, with the human qualities described above, be a source of enormous strength. Business should be allied as well. They bring to bear an acumen which is remarkable. They also demand the kind of accountability and efficiency which is not the forte of two-thirds of the not-for-profit organizations according to O'Connell who explains that one-third of the not-for-profit organizations are average in their efficiency and one-third poor. **14** Again, these are all influential people committed, dedicated and enthusiastic, they bring about change in attitudes in a community with a rapidity that the non-influential people cannot achieve.

These so-termed non-influential people, common folk and the poor, must have a place and they do. Sometimes, in particular in rural communities, some people of a lesser socio-economic level including teachers and nurses may make up the bulk of the Board. However, even these may constitute the elite of that rural community. Parents should be automatically elected by other parents to the Board. They should make up at least one-fourth of the board. Again, however, these parents elected might not come from the dispossessed of the society. One must always have some dispossessed people or those from the lowest socio-economic strata on the board. These people have a unique experience which they can share. They often incorporate extreme views mirroring the community views, both negative and positive - so positive that sometimes they can serve as the soul of the board. It is important that they are not so few on the board as to become the silent minority.

In <u>The Volunteer Board Member in Philanthropy</u>, there is a list

of the qualities of good board members. These members:

1. are dedicated to helping others and modest in the light of their responsibilities as board members

2. approach their responsibilities in the spirit of a trustee on behalf of contributors, their intended beneficiaries, and the public at large

3. stand up for their convictions, even at the cost of misunderstanding or disapproval in business or social life

4. back up other board members and staff, rising to their defence when they are unjustly criticized or attacked

5. treat staff as a partner in a high calling, maintaining overall supervision and control but not interfering with day-to-day administration

6. avoid being overawed by others on the board, whether they be executive staff; tycoons of business, labor or society; professionals in social work, education, medicine etc.

7. welcome information and the best available advice, but reserve the right to arrive at decisions on the basis of their own judgement

8. respect the right of other board members and of staff to disagree with them and to have a fair hearing of their points of view

9. accept as routine that decisions must be made by majority vote and will at times go against one or more members

10. criticize, when necessary, in a constructive way, if possible suggesting an alternative course

11. recognize that time and energy are limited and that over-commitment may prove self-defeating

12. endeavor to keep disagreements and controversies impersonal and to promote unity. **15**

For its governance, the Board should have:

a. an independent, volunteer membership
b. a minimum of eight voting members
c. an individual attendance policy
d. in-person, face to face meetings, at least once every two months, with a majority of voting members in attendance at each meeting

e. no fees to members for board service, but payments may be made for costs incurred as a result of board participation.

1. Purpose: the organization's purpose, approved by the Board, should be formally and specifically stated.

2. Programs: the organization's activities should be consistent with its statement of purpose.

3. Information: promotion, fundraising, and public information should describe accurately the organization's identity, purpose, programs and financial needs.

4. Financial support and related activities: the Board is accountable for all authorized activities generating financial support on the organization's behalf:

5. Use of Funds: the organization's use of funds should reflect consideration of current and future needs and resources in planning for program continuity.

6. Annual reporting: an annual report should be available on request.

7. Accountability: an organization should supply on request complete financial statements.

8. Budget: the organization should prepare a detailed annual budget consistent with the major classifications in the audited financial statements and approved by the board. **16**

In terms of **Functions of Boards**, John W. Nason lists twelve functions in his publication "Trustee Responsibilities". These are

Appointing the Executive Director

Supporting the Executive Director

Monitoring the Executive Director's performance

Clarifying the institution's mission

Approving long-range plans

Overseeing the educational program

Insuring financial solvency

Preserving institutional independence

Enhancing the public image

Interpreting the community to the organization

Serving as a court of appeal

Assessing board performance. 17

There are times when Board members will not agree. At times like this, it is quite useless to remark that Mr. X and Mrs. Y have different opinions but are really approaching the matter from common sides. It is quite important that the chair notes the disagreement. Equally important is that the matter should be brought to the vote. Board members should not hesitate to vote over issues which are important. A matter which is important and controversial enough should be discussed in at least two board meetings before a decision is taken. It is "far better to lose even on critical issues as long as the organization comes out of the battle with greater confidence in the integrity of the process." 9

On the question of national Boards, they should be composed, in the majority, of local affiliates. This avoids conflict and renders the participants people directly on the firing line.

It is important to prepare a Board manual. This should include the history of the organization, bylaws, policies and important procedures, organization charts, Board list, committee lists, staff organization chart with a summary of functions, current annual report, major program activities and the home telephone number of the Director, Early Childhood Education Administrator and Project Advisor.

The Board should not be afraid of turnover. If a board member, after one annual evaluation, is not functioning, the Chair of the Board should not hesitate to write him or her a letter noting that a majority of responsibilities have not been met - they should be listed - and noting that if the Board member is too busily otherwise engaged, he or he should resign from board membership and join the ordinary membership i.e. the Friends of the institution. A Chairperson or Director who fails to do this will soon find himself with a non-functioning organization which will submerge itself into a nonentity. In the responsibilities assigned to the Board member, it is worthwhile here to insist upon the fund-raising aspect, although, as noted, this is only one area of a many faceted commitment. A board member in this type of institution who does help to raise funds must be replaced unless his or her commitment in the majority of other functions is so outstanding as to render his or her resignation unworthy. Only one or two such exceptions in each board can be made or it will not be possible for a quality Early Childhood institution to survive.

At the same time, it is important to reward good Board

members. The Director or Administrator should not hesitate to call regularly Board members to say thank you. Plaques and pins should be distributed to good board members at the Annual General Meeting or other such fora.

It may seem particularly difficult to mobilize and activate a Board. However, the Director or Early Childhood Education Administrator should not be discouraged. It is possible. It has been done before and the rewards are well worth the pain.

CHAPTER NINE

FINANCIAL SUSTAINABILITY AND MEMBERSHIP

It may probably seem strange to discuss financial sustainability with membership but in a successfully run Early Childhood Education Centre the marriage is obvious. Most Early Childhood Education Administrators know the financial difficulties related to their centres. For a few months of the year many Administrators do not earn anything, especially the July and August months. Unless a school is a high-income, profit oriented centre, Administration is often strapped for cash.

It should be made clear that there is no attempt to criticize high-cost for-profit centres. They have their role to play in the society. However, the socio-economic status of the majority of the Saint Lucian population means that this is not the path that most of the Early Childhood Education Centres can take. In terms of finance, there are three types of centres: the high-cost, for-profit; the low-cost for-profit, and the low-cost, not-for-profit. The difference between the high-cost and the low-cost is evident. However, the difference between the for-profit and the not-for-profit is not so evident between the two low-cost types. This difference can, nevertheless, be pointed out even if not so clearly. The not-for-profit is run by a Board of management whereas the for-profit is run by an individual. Also, the margin of profit in the not-for-profit is automatically fed back into the centres through materials, resource accoutrements and so on whereas the margin of profit in the for-profit, in the case of the low-cost centre, is only fed back into these items to the extent that the individual owner is willing to do so. Again, it is to be stressed that there is not an attempt to discredit any type of centre. Nevertheless, it should be noted that between the low-cost not-for-profit and the low-cost for-profit, quality should be on the side of the not-for-profit - although, not necessarily in all cases since the quality of care in some low-cost not-for-profits, due to the quality of the individual running the institution, sometimes supersedes that found in some low-cost,not-for-profits. To be fair however, a successful low-cost, not-for-profit, community-run centre should be a goal of the low-cost schools, if, that is, the centre is community-run.

Typically, the majority of income for these centres comes from the parents fees - between 60 - 70%. Government should recognise its commitment to Early Childhood Education including the Continuing Education component of Parenting Education, within the limitations of Government, and give some financial help to each of the low-cost, not-for-profit, community-run centres. However, Government can only be systematically reached when a broad base is built up. So, if a small organization finds itself knocking against a wall in terms of getting financial support where government is concerned, instead of trying to force the wall,

which will only result in damage to the small non-governmental institution, the better tactic is probably to withdraw even if only for a while, concentrate on fund-raising through membership and work on becoming a part of a vibrant, broad-based organization which will be able to influence government much more.

For financial sustainability in the low-cost, not-for-profit organizations in developing Caribbean countries where governments do not or cannot give fully adequate financial support to early childhood education centres, the role of the membership in fund-raising is crucial. Fund-raising is important even for the other two types of institutions but fund-raising through membership is rendered difficult if not impossible for them by the fact that they are not community-run. This is not to deny the other forms of fund-raising -cake sales, dances, raffles and so on - however, in these cases, very often a lot of effort is expended for little financial gain. The role of the membership is an important way of altering the balance in favor of the institution.

Membership organizations do not necessarily flourish successfully in the Caribbean. Important exceptions are the Mothers and Fathers Associations in Saint Lucia. The fact that this flourishes offers positive hope for membership organizations on this island at least. There is a catch to making a membership organization flourish. If members are selected at random and asked to join an organization, then to all extent and purposes, this membership organization might fail. The members should have some common focus in the beginning until their commitment to early childhood education develops slowly. It is suggested that this common focus be a person whom they admire - a best or good friend. Thus, the board should be asked to name ten or more of their best friends from the community. These friends should be asked by the board to join the organization, they should be sent a letter signed by this same board member explaining the reasons why they are being asked to join the organization, and they should, thirdly, be reminded by this same Board member of the meeting date. It is important to realize from the outset that this will be a long, painstaking task. However, the effort expended on it will be not more than the effort expended on other fund-raising and the results in terms of fund-raising, community participation, community education and relations, government advocacy and so on, will be much more.

It is vital to realise that one distinct function of the membership will be to fund-raise. They will raise funds partly or even principally by finding sponsors who will sponsor the institution on an annual basis. In Saint Lucia, it has been proven that a board can fund-raise successfully $4,000.00 E.C. a year this way even when only two members on the board seriously participate in the effort. Membership can, thus, do much more. However, for the membership to fund-raise, there must be an element of seriousness involved. The Board must not be afraid to turn over

the membership gently. If a member has not even fund-raised one sponsor for one year, the member should be sent a letter about this and reprimanded by his or her board friend. If for two years running, this same member has still not even got one sponsor, the member should be asked to resign and may well be happy to do so and other member substituted in his or her place. It is important to do this. Boards who are fearful of doing this may well find themselves with a non-functioning organization. Of course if the member is contributing greatly in other spheres, this rule may be waived. However, it should be waived in consultation with other board members and in very few cases or else the organization might well collapse.

It is the purpose and importance of the mission of the organization that will give the purpose and thrust to the membership. This goal - in this case the urgent importance of Early Childhood Education - must be seriously worked on. Each membership meeting should be an opportunity to educate the members on the vital importance of early childhood education to human development and thus the vital importance of their contribution to early childhood education. In this respect, guest speakers are important. They should, as much as possible, come from the community and they should be educated on the topic they present (see chapter 3 on parent involvement for guest speakers).

The membership should be clearly aware of its functions. These functions include:

Clarifying the institution's mission

Sensitizing the community Education on Early Childhood Education including Parenting

Enhancing the public image

Advocating the interests of the centre with Government

Approving long-range plans

Assessing the performance of the membership

Ensuring financial solvency

Assessing performance of membership

Each function will need careful elaboration as to how it will be approached.

Finally, in the mobilization of the membership, the Director and the Early Childhood Education Administrator have a key role to play. The Director should have a high degree of personal development. Awareness of self and awareness of others to an

extreme degree is an asset. It should be evident to the membership or the volunteers that the Director is making a sacrifice - going well beyond the call of duty. Members may even express some feelings of guilt in terms of the level of commitment of the Director. This guilt should not be encouraged as it may turn to resentment. Rather, it should be channelled into positive directions.

It is important that the Director has a succinct understanding of people and also of himself or herself. He or she should not assume that he or she is loved all of the time. The Director may be loved sometimes but certainly not all of the time. Human relations are much more complex. It is extremely important that the Director gives the membership praise and reinforce members' positive self-esteem. The Director should draw the membership closer to him or her by calling the volunteer by name often. The Director should let him or her know that he or she is valued. He or she should praise all efforts made. The Director should make him or her feel needed, useful and especially make him or her understand that the Director feels the person is important in the eyes of the Director and all the other membership.

On the other hand, the Director should not push this positive reinforcement to the extreme of a lie. It is important to let volunteers know gently when they are failing in their functions as community volunteers. It is important to be very gentle about this and to do this only once a year during the assessment, or a volunteer might regretfully withdraw his or her services. This cannot be stressed too much. The volunteer cannot be beaten into participation. However, the Director should not pander to the negative vibrations received from the volunteer. At all costs the Director should learn to recognise evil intentions and avoid them. The Director should learn to understand subtly when the volunteer or member is searching for a fight and ignore him or her.

In this, eye contact is very important. The community volunteer may be making a point far removed from any personal comment on the Director. But, he or she may look in the Director's eyes as he or she mentions a particular word. This may seem irrelevant but the volunteer is talking to the Director not to someone else. The interaction between the Director and the volunteer is what matters most at the particular point and time. The volunteer is constantly in her or his interaction with the Director and vice versa conveying messages about how he or she feels about the Director and what is being said at the moment. The Director should try to learn to understand the subtle messages being conveyed through eye contact and respond to them. This could avoid many unnecessary blow-ups.

The use of interjection is also important. Knowing when to interject on particular words to convey suggestions, understanding the use of interjections by the volunteer to convey criticism or

self-criticism, is an art. As the volunteer talks to the Director, he or she will be constantly agreeing or disagreeing with what the Director says. His or her interjections, as does the Director's, are significant and should be attended to with care.

The Director should be on the constant outlook for evidence of racism and xenophobia (fear of foreigners) and respond to these positively. Racial slurs may not be open but they may be subtly present. Certainly, the best thing to do when they are not open is to ignore them. Subtlety, after all, is an exploration of democracy. However, one way of reacting positively to such racism or xenophobia is to ensure that community membership reflect all racial, national and religious groups prevalent in the society.

Importantly, the Director must know when to keep quiet. If he or she has influenced a decision and the decision taken has been a positive one, he or she should not hammer home the contribution given. Keeping quiet or ignoring is also another way to respond to negative suggestions and hints made by the volunteer. Open disagreement on little matters is better avoided. The Director should save his or her energies for the big ones and reach the smaller matters through action of the sort suggested above.

At the risk of repetition, youth should be integrated into community movements. The Director and older community volunteers must recognise that they are mortal. They depend on the youth to continue their work and to create their own solutions. This work can only be continued and these problem-solving strategies conducted if this is understood and appreciated and if opportunities are presented to the youth for creation. So, in the formation of groups the youth should be integrated as a vital part and given responsibilities.

A love for oneself and for others is an invaluable aspect of all community work. Momentary self hatred when we have committed an error and hatred of others when they have wounded us is part of the natural process of life. However, this should only be momentary. When the Director wounds involuntarily - he or she should not wound voluntarily, although this does not deny the importance of necessary criticism of others - it is important that he or she makes up for it by giving special recognition to the volunteer, for instance.

Community work is fragile. It is all about feelings and their management. People can feel hurt, upset, jealous or fearful. The best of people are sometimes devious, have evil intentions, are too "soft" or too "hard", disrespectful, unruly, "warrish". These feelings must be managed by the Director and Administrator and brought onto a positive level. If not, community action will not survive. Repressive volunteer action simply does not exist.

APPENDIX A

JOB DESCRIPTION

ADMINISTRATOR

Qualifications

Applicants must have at least three years experience as a Pre-School or DayCare teacher or 5 CXCs and three year's training at the Ministry of Education or SERVOL, Trinidad or other relevant institution.

Duties

Keep monthly staff meetings and records of same

Keep monthly parent meetings and records of same

Keep daily activity plans

Teach

Keep records of students' work

Prepare records of students' work for parents once per term

Help in maintainance of centre

Facilitate children's Christmas party and Graduation Exercise

Supervise all Pre-School and DayCare workers, including ensuring that activity plans are prepared one month in advance

Keep daily, termly and yearly attendance records

Help in meeting Ministry of Education, Culture and Labour's licensing requirements

Sit on the board

Attend all training sessions required

Ensure that monthly meetings of Community Development are attended

Do shopping for kitchen

Receive all fees

Post Letters

Pay NIS

Conduct Bank transactions

Pay all bills promptly

Keep account book or supervise that it is kept

Pay at least one home vist per parent per year of each child taught.

APPENDIX B

AGENDA PARENT EDUCATORS MEET
FOLLOWED BY COMMENTS ON PARENT EDUCATORS MINUTES
LABCEC TUESDAY, MAY 24TH, 1994 AT 5.00 P.M.

1. LIST OF PARENTS VISITED LAST YEAR, CHILDREN AND PARENT EDUCATORS

2. LIST OF PARENTS VISITED THIS YEAR, CHILDREN AND PARENT EDUCATORS

3. PRESENTATIONS TO GOVERNMENT DISTRICT REPRESENTATIVES.

4. SANCHA. PARENT IN OVERCROWDED HOUSE. INVESTIGATE FURTHER. WRITE REPORT.

5. COMMITTEE TO PREPARE REPORT TO BUDGET COMMITTEE OF MINISTRY OF EDUCATION AND CULTURE. DISCUSS TOPICS

6. PRESENTATIONS TO FRIENDS

7. COMMENTS ON MINUTES

8. A.O.B. IMPORTANCE OF FILLING OUT QUESTIONNAIRES WELL. USED TO EVALUATE WORK DONE BY PARENT EDUCATOR.

9. DATE AND TIME OF NEXT MEETING. TWO MONTHS HENCE.

SANCHA HELLY

Sancha did not include expense accounts. Please do so next time. Sancha interviewed a parent who recognized clearly the importance of the program and her own mistakes as a parent. The parent said "This program has helped my daughter with medical treatment and a low cost of pre-school. Now Mrs. Donata and another lady is trying to assist me. All of this started during the home visit program although I have not helped my kids as I should". Evidently, the parent is feeling guilty. Sancha should recognise this guilt but not encourage it as guilt is often followed by resentment to the Parent Educator and, worse, to the children. Sancha should, rather, encourage the parent to turn over a new leaf.

LYDIA DELY

Lydia wrote very good and informed minutes. However, she made a major mistake. She did the same lesson regardless of the age of the child. This is wrong. Lydia should not repeat this mistake. Lydia said that when she arrived at Myrtle Singh's home, she found Myrtle and one of the fathers quarrelling, cursing and all. Sandra should try her best to discourage such behaviour. Lydia mentioned that Myrtle is addicted to smoking and this was the reason for a premature baby only weighing two pounds. Is this true? If so, what can be done? Can the parent be addressed to Turning Point, for example. Worse still, Myrtle also noted that the nurses told her if she had another child she would die. Is this true? Can this be checked by a doctor? Lydia should do follow-up on the parent Fellicia who took one of the children's father to social welfare for child support and is taking him to court. Lydia noted that Fostin's child's father is a drug addict and smokes a lot. This is not the only case Lydia mentions of drug addiction. What can we do? The problems seem many. Of Antonia, Lydia noted that they all lived together in a small house which is not properly fit to accommodate so many people. When she got there, she noted, all of them were naked and Antonia was sharing food on the floor. Should a scholarship be given in the case of Betty Monnie. She told Lydia things were very hard and she desperately wanted and needed a job but she had no-one to take care of her child for her. Also, is a scholarship needed in the case of Marciana who cannot afford to send her children to school every day. Annselma shouts at her children a lot. Lydia talked to her about it. This was good. She should continue to talk to her about it.

Lydia should fill in all the lines of her family information form, even if she puts in blank like in place of employment, for example. Lydia should, at least in one minute, describe each separate lesson she does in detail. Lydia noted that Rosamunde is a diabetic and is also suffering from sickle cell anaemia. Rosamunde was very positive about the program. She said she never knew she had to teach and observe such things at an early age. Can

we help Rosamunde? Again another case of a grandmother being very positive. She commended the program and said that it was a very interesting program. Dannie only speaks creole to her children. We have talked about how to approach this already. What did we say? Dannie's child's father uses a lot of obscene language to his children. How can we counter this? Vereba also seems to need a scholarship. She said that her first daughter was attending pre-school and because of financial problems she had to remove her daughter from school. Also Henrietta's son was recently attending the Happy House Pre-School but because of financial problems he stopped attending. One parent, Josephina, was so impressed with the program that she said she was willing to send her child to school next month. Has she done this?

PARENT EDUCATOR VISITING CHRISTINE DALY

Where oh where is your expense account sheet. Always fill in all lines of your sheet. For example you left Other members of your family blank.

DANIEL ORPHALINA

Daniel seems to have a problem relating to her understanding of child development. She noted of a three year old. The child misbehaves very much. One cannot talk of a three year old misbehaving. The child may be very active but she is not enough in control of her actions to be deemed as misbehaving. Again, Daniel writes "The problem is that the child doesn't listen to me" Why should the child listen to you Daniel. She is only learning to listen. Prala's mother noted that Dan is getting better each time and he is good with numbers. This is good. Daniel calls Gan Arthury a problem child. Can she explain?

DARA WHITE

Dara why did you do two visits per month. Please only do one visit per month. But, maybe, you have an explanation. Dara made a very good remark when she said, "I try my best with him. He has very little patience and you must know how to work with him", when talking of Edwina's child. This shows good flexibility on Dara's part. This same child's mother said he was developing his fine muscles. Good. Dara seems to have very good rapport with her children. She noted Sira was very happy when she saw me.

MOODY SIM

Alexandrina is developing under Moody's guidance. Moody noted the parent as saying that the topics have made her see herself as abusive sometimes, especially in the line of criticism of mistakes and calling her children names and beating. The parent went on to

say that the program has been of help to her and she took time to read out the handouts left over and over again. Again another evidence of self-awareness in Moody's parents. Adelina noted that she was guilty of all in the list of the ways parents can discourage their children self-esteem. Moody noted that Joelina Smity bought books for her child. Good. She noted that Anne Yarde still had an eye problem. What can be done? What has been done? Can we find the medicine prescribed by Dr. Arthur which cannot be found in Saint Lucia. Moody explained to a parent why primary colours are called such. Do all home visitors know this? Can Moody explain? Again, a parent improves. Mora Doonstick noted that she did most things on the discouraging list and she will try not to do them.

ANN ALEXANDER

Ann gave a most touching rendition of a child's trust in her. When he reached Khrishna's residence, he came close to her and said "I love You". Khrishna's mother said that a workshop should be organised to show parents how to make simple toys for their children. Huntelina says she has seen a vast improvement in her son since the advent of the program. Huntelina noted that one form of punishment she received from her parents was that she was left without food. It is important to stress that food is a basic need and on no account should withdrawal of basic needs be used as a form of punishment. Ann noted that baby Kumina laughed and screamed. Exciting. Ann noted that Lucy and Dave Edwards once again congratulated the program and said it should go on forever. Ann gave these parents some activities to do with their child. This is very praiseworthy.

APPENDIX C

STAFF EVALUATION FORM

Name ..... Date of Evaluation .....

Administrator .....

EVALUATION OF TEACHER

Indicate evaluation by using numbers 1 through 5: 5 meaning high, appropriate or very good; 4 - good; 3 average; 2 poor and 1 low, inappropriate or poor in that particular characteristic. NA means Not Applicable

1. WORK DESCRIPTION

SEE JOB DESCRIPTION

11. JOB PERFORMANCE

1. ------- **Monthly staff meetings and records**
2. ------- **Monthly parent meetings and records**
3. ------- **Daily activity plans**
4. ------- **Records of students' work**
5. ------- **Help in maintainance of centre**
6. ------- **Christmas party and Graduation Exercise**
7. ------- **Supervision of workers including Activity plans**
8. ------- **Daily, termly and yearly attendance records**
9. ------- **Help in meeting Licensing requirements**
10. ------- **Sit on board**
11. ------- **Attend all training sessions**
12. ------- **Monthly meetings of Community Development**

13. ------- Shopping for kitchen
14. ------- Receive all fees
15. ------- Keep account book
16. ------- Post letters
17. ------- Pay NIS
18. ------- Electricity, phone and water and rent promptly
19. ------- Buy market items
20. ------- Keep kitchen and all equipment therein clean
21. ------- Cleanup of centre
22. ------- Records of amounts used per day
23. ------- Clean toilets
24. ------- Clean bathroom
25. ------- Sweep yard
26. ------- Mop
27. ------- Curriculum check lists
28. ------- Wash bed sheets
29. ------- Shine mirror
30. ------- Check accounts weekly
31. ------- Prepare annual report
32. ------- Liaising with external funding agencies
33. ------- Liaising with Ministries concerned
34. ------- Local fund-raising
35. ------- Annual General Meeting
36. ------- Secretarial Duties
37. ------- Publicity
38. ------- Newsletter

39. ------- Punctuality

40. ------- Reliability

41. ------- Perseverance

42. ------- Understanding Job Assignment

43. ------- Relationship to Supervisory Staff

44. ------- Relationship to peers

45. ------- Understanding and attitude towards parents

46. ------- Understanding structure, organization and administration of organization

TOTAL NO. OF POINTS POSSIBLE FOR STAFF MEMBER .....

TOTAL NO. OF POINTS ATTAINED .....

PERSONAL QUALITIES

1. ------- Friendly, warm

2. ------- Appearance: dress, posture

3. ------- Good command of standard English

4. ------- Tact and courtesy

5. ------- Sense of humour

6. ------- Dependable

7. ------- Self-confident

8. ------- Enthusiastic about teaching

9. ------- Expresses a desire to learn

10. ------- Ability to evaluate self

11. ------- Profits by criticism

ASSUMING RESPONSIBILITY

12. ------- Is independent in assuming responsibility

13. ------- Achieves efficient and satisfactory arrangement of playroom and playyard

14. ------- Is flexible in planning program for children

15. ------- Plans activities to enrich the lives of the children according to their level of development

16. ------- Overall planning for program activities

17. ------- Daily preparation for program activities

18. ------- Discusses pertinent problems with Coordinator

WORKING WITH CHILDREN

19. ------- Creates a warm and accepting environment

20. ------- Likes children, shows a real enjoyment of them

21. ------- Recognizes when children are happy and relaxed

22. ------- Enjoys humorous incidents with children. Seems to enjoy laughing with them

23. ------- Accepts each child as he is

24. ------- Recognises that each child is a sensitive, thinking individual and treats him accordingly

25. ------- Shows awareness of progress or lack of it in a child's behaviour

26. ------- Relates easily to children

27. ------- Impartial in dealing with children

28. ------- Aware of differing moods of children

29. ------- Uses different, though consistent, methods in dealing with different children

30. ------- Is imaginative and creative

31. ------- Is resourceful in a practical way, has common sense

32. ------- Uses positive approach

33. ------- Helps children accept limitations

34. ------- Makes suggestions without antagonizing

35. ------- Does not overstimulate or cause tension in children

36. ------- Removes distracting influences

37. ------- Alert to a total group, even when dealing with a part of it

38. ------- Remains controlled in startling or difficult situations

39. ------- Encourages and guides the expression of feelings

40. ------- Assists children in gaining confidence

41. ------- Treats the child's possessions and projects with care

42. ------- Gives children opportunity for manipulating various kinds of creative materials

43. ------- Guidance of children in different activities

44. ------- Guidance in toileting routine

45. ------- Guidance in resting

46. ------- Guidance in eating experiences

WORKING WITH ADULTS

47. ------- Is interested in people

48. ------- Cooperates well with adults

49. ------- Welcomes new ideas

50. ------- Attitude in working with parents is cooperative

SPECIFIC STRENGTHS OF TEACHER ----------

SPECIFIC WEAKNESS OF TEACHER ----------

OTHER COMMENTS

APPENDIX D

TOPICS COVERED BY STAFF MEMBER FROM CURRICULUM

Maximum no. of topics possible per term .....

Maximum no. of topics done by teacher this term

.....

Percentage of topics covered by teacher this term .....

Grade of teacher based on percentage .....

Teacher explanations as to reasons why he/she received less than Grade 2

.....

.....

.....

.....

APPENDIX E

THE LABORIE COMMUNITY EDUCATION CENTRE

Citrus Grove,
Laborie

June 18th, 1994

Dear Sponsor,

The Laborie Community Education Centre requests that you sponsor a child annually for Pre-School and Daycare Education to the amount of $110.00 per year per child or $55.00 per half year.

Quality pre-school and daycare education is a keystone for literacy, vital for our country's development.

Yet, many parents cannot afford the high cost of quality pre-school and daycare education.

To have such quality and low-cost pre-school and daycare education the input of both private and public sectors is essential.

Attached is a background of LABCEC for your information.

I remain,

Sincerely Yours,

Chairperson

APPENDIX F

THE BANSE COMMUNITY EDUCATION CENTRE

BANCEC

5th May, 1994

Dear **FRIEND,**

It has been recognized that 80% of a child's brain is developed between the age of 0 - 6 years. As a result it is of fundamental importance that we should do all we can to help the development of Early Childhood Education Centres with active involvement of parents, to ensure the proper development of children in these early years. It is equally important that this development should be an integrated one and involve the spiritual, physical, intellectual, creative, emotional and social aspects of the child's life.

To facilitate this process, BANCEC's board is attempting to promote the growth of a voluntary organization called **THE FRIENDS OF BANCEC**. The purpose of this organization is to educate the local community on the importance of early childhood care and education as well as providing financial support for a high quality program.

You are cordially invited to become a member of **FRIENDS**.

Sincerely,

.....
Board Member

APPENDIX G

NECEC
PROJECTED ANNUAL BUDGET
1994-1995
FEES 130.00 per term
or 33.00 for twelve months or 44 for 9 months
or 75.00 for six months
NO. OF CHILDREN 60
REGISTRATION 30.00

ITEM	REQUIRED	PARENTS	FUND-RAISE	MINISTRIES	OTHER
1. Director 100 * 12	1,200.00	1,200.00	-	-	-
2. Head 800*12	9,600.00	9,600.00	-	-	-
3. Teacher 450*12	5,400.00	5,400.00	-	-	-
4. Rent	6,000.00	6,000.00	-	-	-
5. N.I.S.	918.00	918.00	-	-	-
6. G.L.I.	750.00	-	750.00	-	-
7. Materials	3,000.00	-	3,000.0	-	-
8. PAT	5,000.00	-	-	5,000.00	-
9.Teacher 280*12	3,360.00	-	3,360.00	-	-
10.Post	400.00	-	400.00	-	-
11.Admin/ Commun.	800.00	-	800.00	-	-
12.Travel	400.00	-	400.00	-	-
13.Contigencies	1,200.00	-	1,200.00	-	-
TOTALS	38,028.00	22,200.00	10,828.00	5,000.00	-

APPENDIX H

NECEC
BALANCE YEAR 1994
JUNE, JULY, AUGUST
FEES 30.00
NO. OF CHILDREN 55

Item	Required	Parents	Fund-Raise
1. Director 100 @ 3	300.00		
2. Head 400 @ 3	1,200.00		
3. Teacher 260 @ 3	780.00		
4. Teacher 125 @ 3	375.00		
5. Rent 1,000 @ 3	3,000.00		
6. NIS	117.50		
7. Post	30.00		
8. Admin/Comm.	100.00		
9. Miscell.	300.00		
Totals	6,202.50	2,000.00	4,202.50

EACH BOARD MEMBER IS REQUESTED TO GIVE ONE YEAR'S SPONSORSHIP AND/OR TO FIND FOUR SPONSORS AT 110.00 E.C. PER MONTH.

APPENDIX I

PARENTS GROUP MEETINGS

TOPICS

RESSOURCE PERSON	TOPIC	COMMUNITYCHOICE
1. Principal of Infant or Combined	What the Infant School expects of the incoming Pre-School child	
2. Local Nurse	Immunization and other health matters	
3. Lawyer	Legal matters pertaining to children	
4. Community Development or Social Services	Fathers paying Child support	
5. Resource Person	Child Abuse	
6. Resource Person	Discipline: Alternatives to corporal punishment	
7. Pre-School Administrator	The importance of play and toys in child's learning	
8. Parent Educators	Expose on the Parenting Program with skit	
9. Teacher/Librarian	The importance of Reading and Storybooks in Children's learning	
10. Bank Manager	Loans available to the public and requirements	
11. Math Teacher	Math games to teach your child for a secure foundation	
12. Nutrition specialist	Good nutrition for your children	
13. Diet specialist with Pre-School Administrator as resource person	Diet and your health	
14. Exercise Resource person	Exercise and your health	

15.	Local Musician	Play musical instrument for 10 - 15 minutes. Speaker to introduce musician and his contribution to the community
16.	Panel of old community notables	The community long ago
17.	Panel of Youth	The community as we see it at present
18.	Environmentalist	How community members can help protect the environment
19.	Panel of prominent community representatives (District rep, Priest)	The Community as we see it at pre-sent. Projections for the future
20.		Same panel as above with different people
21.	Board members	The significance of the Pre-School board and my role on it.
22.	Hotelier	How my hotel can interact with the community in order to help it
23.	Resource Person	The attributes of a quality Pre-School and DayCare and how the particular centre plans to achieve it.
24.	Resource Person	Child Abuse and Individual Counselling
25.	Resource Person	General Liability Insurance
26.	Resource Person	Communication skills with other people
27.	Resource Person	Family Relationships
28.	Resource Person	Puberty and Introducing Sexual Education to the 9 - 10 Year old child

29.	Teacher	Curriculum - L.A., Math, Art, Concept Formation (done 1 or 2 per year for four years and then repeated)
30.	Administrator	Written policies
31.	Resource Person	Mission Statement
32.		Creating a safe environment for children
33.		Establishing healthy sleep patterns
34.		Building self-esteem
35.		Understanding and encouraging Language Development
36.		Reading aloud - effective ways to use books
37.		Play activities for parents and children together
38.		Books and toy/making
39.		Sibling rivalry
40.		Toilet Teaching
41.		Understanding parent stress and child stress
42.		Rules and regulations of the school and the classroom
43.		Specific tasks of parent volunteers, how to perform them, and any necessary special preparations, limits of responsibilities and duties
44.		Classroom management techniques
45.		A survey of parent interests and abilities

APPENDIX J

LIST OF ESSENTIAL READING FOR DIRECTOR

(Please note this material is not at all exhaustive. It is just easily available from LABCEC. Also, check LABCEC for new information available. Please check also the library at the Ministry of Education)

1. Selma H. Fraiberg, The Magic Years (New York, Charles Scribner's Sons, 1959)
2. Elizabeth G. Hainstock, Teaching Montessori in the home (New York, Random House, 1968)
3. D. Koralek et. al, The What, Why and How of High-Quality Early Childhood Education (Washington, National Association for the Education of Young Children, 1993)
4. Parents as Teachers Manual (St. Lucia, LABCEC, 1993)
5. G. Pantin, The Servol Village (The Hague, The Bernard Van Leer Foundation International Series on Education, 1984)
6. SPICES: A curriculum guide for Early Childhood Educators (Trinidad, SERVOL, 1990)
7. S. Warner, Teacher (New York, Simon and Schuster, 1963)
8. Burton White, The First Three years of life (New York, Prentice Hall Press, 1990)
9. R. Yorke, Planning, Organizing and Operating Early Childhood Development Programs (St. Lucia, Ministry of Education, 1993)

APPENDIX K

EARLY CHILDHOOD CLASSROOM OBSERVATION (Sections) 18

B. CURRICULUM

B. 3A. Modifications are made in the environment, staffing patterns, schedule and activities to meet child's special needs

B. 4. The daily schedule provides a balance of activities in consideration of the child's total daily experience - what happens before, during and after the program with attention to the following dimensions.

B. 4A. All age groups play outdoors daily, weather permitting

B. 4B. The schedule provides for alternating periods of quiet and active play

B. 4C. More than one option for group activity is available for most of the day. Infants and toddlers are not expected to function as a large group.

B. 4D. A balance of child-initiated/staff-initiated activity is provided while limiting the amount of time spent in large group, staff initiated activity.

B. 5A. Multiracial, non-sexist, nonstereotyping pictures, dolls, books and materials are available

B. 5B. Developmentally appropriate materials and equipment are available for infants

Simple toys such as containers, balls, pop-beads, nesting cups. Rattles, squeak toys, action/reaction toys. Cuddly toys, toys to mouth such as teethers, rings. Pictures of real objects. Crawling area with sturdy, stable furniture.

B. 5C. Developmentally appropriate materials and equipment are available for toddlers.

Push and pull toys. Stacking toys, large wooden spools/beads/cubes. Sturdy picture books, music. Pounding bench, simple puzzles, play telephone, dolls, pretend toys. Large paper, crayons, sturdy furniture to hold on child walking. Sand and water toys.

B. 5D. Developmentally appropriate materials and equipment are available for preschoolers

Active play equipment for climbing and balancing. Unit blocks and accessories. Puzzles, manipulative toys. Picture books and

records. Musical instruments. Art materials such as finger and tempera paints, crayons, scissors and paste. Dramatic play materials such as dolls, dress-up clothes and props, child-sized furniture, puppets, sand and water toys.

B. 6. The use of the media, such as television, films and videotapes is limited to developmentally appropriate programming

Programs are previewed by adults prior to use. Another option for activity is always available. No child is required to view the program. Staff discuss what is viewed with children to develop critical viewing skills. Media are used as special events, rather than as regular, daily routine.

B. 7. Staff provide a variety of developmentally appropriate hands-on activities for children to achieve the following goals:

B. 7A. Foster positive self-concept

B. 7B. Develop social skills

B. 7C. Encourage children to think, reason, question and experiment

B. 7D. Encourage language and literacy development

B. 7E. Enhance physical development

B. 7F. Encourage and demonstrate sound health, safety and nutritional practices

B. 7F. Encourage creative expression and appreciation for the arts

B. 7H. Respect cultural diversity

B. 8. Staff provide materials and time for children to select their own activities during the day.

Infants and toddlers have objects and materials for free choice. Several alternative activities are available for pre-schooler's choice. Staff respect the child's right not to participate in some activities. Staff pick up on activities that children start, or interests that children show

B. 9. Staff conduct smooth and unregimented transitions between activities

Children are told to get ready for transition ahead of time. Children are not always required to move as a group from one activity to another. The new activity is prepared before the transition from the completed activity to avoid waiting

B. 10. Staff are flexible enough to change planned or routine activities

B. 11. Routine tasks such as diapering, toileting, eating, dressing, and sleeping are handled in a relaxed and individualized manner

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G. Physical Environment

G. 1A. There is enough usable space indoors so children are not crowded

G. 1B. There is enough usable space for outdoor play for each age group

G. 2. Space is arranged to accommodate children individually in small groups and in a large group

G. 3. Space is arranged to facilitate a variety of activities for each age group

G. 4. Individual space is provided for each child's belongings

G. 5. Private areas such as book corners, tunnels or playhouses where children can play or work alone or with a friend are available indoors and outdoors

G. 6. The environment includes soft elements such as rugs, cushions, soft furniture, soft toys, comfortable chairs for adults to hold children on their laps

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H. Health and safety

H. 1A. Staff wash their hands with soap and water at appropriate times

H. 1B. Infants and toddlers toys are large enough to prevent swallowing or choking

H. 2. Toilets, drinking water, and handwashing facilities are easily accessible to children

H. 3. Soap and towels are provided

H. 4. Children wash hands after toileting and before meals

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I. Nutrition and food service

I. 3. Mealtime is a pleasant social and learning experience for children.

Mealtimes promote good nutrition habits. Infants are held while bottle fed and spoon fed so social interaction can occur. At least one adult sits with children during meals to provide a good role model and encourage conversation. Toddlers and pre-schoolers are encouraged to serve and feed themselves and assist with clean-up. Chairs, tables and eating utensils are suitable for the size and developmental levels of the children.

NO.....

1. NOT MET .....

2. PARTIALLY MET .....

3. FULLY MET .....

COMMENTS

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NO.....

1. NOT MET .....

2. PARTIALLY MET .....

3. FULLY MET .....

COMMENTS

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NO.....

1. NOT MET.....

2. PARTIALLY MET.....

3. FULLY MET.....

COMMENTS

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APPENDIX L

LICENSING REQUIREMENTS (Summary) 19

Write letter requesting registration of pre-school and requesting application forms and a list of supporting documents necessary for completion of an application for license (application form to be submitted within 3 months)

FORMS

1. Fire Department inspection and approval
2. Ministry of Health inspection and approval
3. Central Planning Unit inspection and approval
4. General liability insurance
5. Projected annual budget
6. Certificate of incorporation
7. Medical examinations for staff and children
8. Timetables
9. Curriculum
10. Menus
11. Evacuation
12. Parenting - Home Visits
13. Parenting - Group Meetings
14. Parenting - Open Days
15. Parenting - Newsletter
16. Job Descriptions
17. Staff references
18. Staff child ratio for each group
19. Training evidence
20. Application forms

21. Diagrammatic floor plan (25 square feet per child)

PHYSICAL PLANT

1. Children's garments separate
2. Separate staff toilet
3. Adequate office space
4. 4 years old in separate area
5. Adequate light and ventilation
6. One cot per child
7. 1 toilet for 10 children
8. Outdoor space
9. Area for sick children
10. Centre kept clean
11. Adequate water facilities
12. Sewage and pit facilities
13. Concrete floors covered
14. Garbage receptacles covered and not stored in same room with children, except for paper
15. Individual drinking cups
16. No sharing of washcloths, toothbrushes, towels, combs, hairbrushes
17. Fire extinguisher
18. Stairs, walkways, ramps and porches free from accumulation of water
19. Written plan for emergency evacuation
20. Fire drills once a month. Records kept
21. Lead free paint
22. First Aid kit adequately stocked
23. Flammable liquids etc. inaccessible to children

24. Covers for electrical outlets

25. Telephone numbers for fire, police, medical assistance posted on telephone book

Program

1. Corporal punishment and humiliating or frightening methods of control or discipline shall be prohibited

2. Punishment shall not be associated with food, rest, toilet training, isolation

3. A registered nurse shall visit the centre at least once a week(under Supervision)

RECORDS

1. Name, address, sex, date of birth of each child

2. Parents and guardians reached in case of emergency

3. Names and addresses to which children released

4. Daily attendance records

5. Health cards

6. Child and staff health examinations

OTHER

1. Cribs or cots should be situated at least 2 feet apart

2. No pillows

3. Toilet equipment such as potties

4. Children taken outdoors every day except when raining

5. Children shall not be left without supervision at any time

6. Only person 18 years of age or secondary school graduate shall be left in full charge of children at any time

STAFFING

1. All staff shall have physical examination by a physician prior to employment and annually thereafter with tuberculin tests or chest X-rays

2. No person on duty with respiratory, gastro-intestinal or skin infection or other communicable diseases

3. Group leaders working with children of 3 years or under should have specific experience or training in infant/toddler care

APPENDIX M

ACTIVITY PLAN

Theme .....

Concept/skill .....

Activity .....

Objectives .....

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Time .....

Vocabulary .....

Materials .....

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Procedure .....

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APPENDIX N

WRITTEN POLICIES

LABORIE PRE-SCHOOL AND DAYCARE

"LABCEC"

1994-1995

The Laborie Community Education Centre's policies are to cater for the total development of the child, through the SPICES curriculum. SPICES is as follows:

1. Social Development

The child has to get along with others in the home, at school and in the community. To practice social graces and to have social interaction with others.

2. Physical Development

The child will get opportunities to develop his/her large and small muscles.

3. Intellectual Development

The child has to gain knowledge to think, to communicate and to solve problems in all areas of the curriculum.

4. Creative Development

The child will be given the opportunity to use his/her imagination to create ideas and express these ideas in a new way in areas of music, craft, drama and visual arts.

5. Emotional Development

The child will learn to develop his self confidence, self esteem and self awareness in a positive way and express his or her emotional feelings.

6. Spiritual Development

The child needs to learn moral values. The child will learn how to appreciate and love others and the world around them.

RULES OF LABCEC

1. LABCEC IS A NOT-FOR-PROFIT PRE-SCHOOL AND DAYCARE OR EARLY CHILDHOOD EDUCATION CENTRE WITH A CONTINUING EDUCATION PROGRAM IN THE FORM OF A PARENTS AS TEACHERS Program AND A C.X.C. PROGRAM.

2. THE HOURS OF OPERATION OF ITS PRE-SCHOOL ARE FROM 7.30 A.M. TO 3 P.M.

3. THE HOURS OF OPERATION OF ITS DAYCARE ARE FROM 7.30 A.M. TO 4.30 P.M.

4. I MORNING SNACK AND 1 LUNCH PER DAY ARE SERVED.

5. CHILDREN ARE ADMITTED FROM THE AGE OF 1 YEAR UP TO THE AGE OF 5 YEARS.

6. PARENTS MUST PROVIDE HEALTH CARDS WITH ALL THE RELEVANT VACCINES ON REGISTRATION. PARENTS MUST FILL OUT ALL THE SECTIONS OF THE REGISTRATION FORMS INCLUDING THE SECTION ON AILMENTS OF CHILD.

7. THE MAXIMUM NUMBER OF CHILDREN TO BE ADMITTED TO THE PRE-SCHOOL AND DAYCARE IS 95.

8. THERE ARE FOUR LEVELS OF FEES.
   1. $220.00 PER TERM. A PARENT MAY PAY THIS IN THREE MONTHS AT $75.00 PER MONTH OR IN FOUR MONTHS AT $60.00 PER MONTH. THIS FEE INCLUDES ONE LUNCH AND ONE SNACK PER DAY.

   2. $146.00 PER TERM. A PARENT MAY PAY THIS IN THREE MONTHS AT $48.00 PER MONTH OR IN FOUR MONTHS AT $36.00 PER MONTH. THIS

FEE DOES NOT INCLUDE LUNCH BUT INCLUDES ONE SNACK.

3. $146.00 PER TERM. A PARENT MAY PAY THIS IN THREE MONTHS AT $48.00 PER MONTH OR IN FOUR MONTHS AT $36.00 PER MONTH. THIS FEE IS FOR CHILDREN BETWEEN THE AGES OF 1 - 2 YEARS INCLUDING FULL FOOD Program.

4. $110.00 PER TERM. A PARENT MAY PAY THIS IN THREE MONTHS AT $37.00 PER MONTH OR IN FOUR MONTHS AT $28.00 PER MONTH. THIS FEE DOES NOT INCLUDE FOOD PROGRAM.

A PARENT MUST UNDERSTAND THAT THE FULL FEE FOR ONE TERM MUST BE PAID AND THAT EVEN IF THE CHILD IS IN SCHOOL FOR ONE WEEK OF A MONTH OR TWO WEEKS OF A MONTH, THE FULL FEE OF THE MONTH MUST BE PAID.

9. ANY PARENT WHO CAN ONLY AFFORD TO PAY $10.00 OR LESS PER MONTH FOR THEIR CHILD'S EARLY CHILDHOOD EDUCATION INCLUDING FOOD PROGRAM SHOULD APPLY TO LABCEC'S BOARD FOR A SCHOLARSHIP. PARENTS AND BOARD MEMBERS SHOULD RECOMMEND SUCH PERSONS.

10. ANY CHILD WHO IS ABSENT FOR A MONTH OR MORE IS EXEMPTED FROM PAYING SCHOOL FEES.

11. CHILDREN IN THE DAYCARE SHOULD BRING WITH THEM THEIR OWN:
TOWEL
COMB
BRUSH
BOTTLE
CHANGE OF CLOTHES

12. PARENTS ARE REQUESTED TO SIGN A SPECIAL PERMISSION FORM TO PERMIT THEIR CHILD TO ATTEND FIELD TRIPS APART FROM THE PERMISSION THEY GIVE ON THE REGISTRATION FORMS.

13. PARENTS ARE REQUESTED TO ATTEND MEETINGS ONCE PER MONTH.

14. A CUP SHOULD BE PROVIDED FOR YOUR CHILD TO DRINK (CHILDREN SHOULD NOT USE ANOTHER'S UTENSILS)

15. IN CASE OF DISASTER WARNINGS CHILDREN SHOULD BE KEPT HOME EG. HEAVY RAINS, STORMS, HURRICANES

16. CHILDREN WHO ARE AFFECTED BY CONTAGIOUS DISEASES SHOULD BE KEPT AWAY FROM SCHOOL TO AVOID THE SPREAD OF THE DISEASE, AND A DOCTOR'S CERTIFICATE SHOULD BE PRESENTED ON THEIR RETURN.

17. AN EXTRA CLOTHING SHOULD BE INCLUDED IN THE CHILD'S BAG AND A PLASTIC BAG FOR ANY WET OR SOILED CLOTHES.

18. A PARENT SHOULD LABEL HER CHILD'S BELONGINGS SUCH AS: BAGS, CAPS, RAINCOATS, UMBRELLAS AND LUNCH KITS.

19. SCHOOL FEES MUST BE PAID BY THE FIRST WEEK OF EVERY MONTH. FAILING TO DO SO, WITHOUT AN EXCUSE, YOUR CHILD WILL BE SENT BACK HOME.

20. THERE IS A REGISTRATION FEE OF $30.00 PAYABLE ONLY ONCE.

21. IF WE HAVE EXCLUDED ANY REQUIREMENTS WHICH YOU THINK SHOULD FORM PART OF THESE WRITTEN POLICIES PLEASE DO NOT HESITATE TO INFORM US. PLEASE NOTE THAT PERSONNEL POLICIES INCLUDING JOB DESCRIPTIONS, PAY RANGES, BENEFITS AND NIS WILL BE TREATED SEPARATELY.

APPENDIX O

PARENT QUESTIONNAIRE

PREPARED BY

THE NATIONAL ACADEMY OF EARLY CHILDHOOD PROGRAMS(U.S.A.)

Dear Parents:

.....
(name of program)

is working towards improving the quality of its early childhood program.

Our centre feels that parents can provide valuable information about the quality of their children's program. All parents are asked to fill out the questionnaire that is attached to this letter.

You may want to say more about the program, so feel free to write any comments on the form. You do not need to sign your name. We would be grateful if you would return the completed questionnaire by

.....
(date)

Thank you very much for your help.

Sincerely Yours,

Administrator

How long has your child (or children been enrolled in LABCEC? Check one.

Less than 6 months .....

6 months to 1 year .....

1 to 2 years .....

More than 2 years .....

How old is your child (or children) who is enrolled in LABCEC?

.....

DIRECTIONS

For each statement, circle "Yes" or "no" or DK" for don't know. If the statement does not apply to your child's program, circle "NA" for "not applicable".

1. The program gives information to parents about

DK NO YES NA (a) The program's philosophy and goals for children.

DK NO YES NA (b) Payments and refunds

DK NO YES NA (c) Hours the centre is open and holidays and closings.

DK NO YES NA (d) Menus of meals and snacks given to children, or in the case of infants or toddlers, times when they are fed and what they eat.

DK NO YES NA 2. The program has a plan for helping new children feel comfortable by either including a visit before enrolling, having a parent meeting, or gradually bringing in new children.

DK NO YES NA 3. Teachers and parents talk about how the family and staff handle different aspects aspects of childrearing such as discipline, feeding, toileting, and other important issues.

DK NO YES NA 4. Teachers give parents specific ideas for promoting children's healthy development at home.

DK NO YES NA 5. Parents are welcome visitors in the program at all times.

DK NO YES NA 6. There are many ways for parents to take part in the program, taking field trips, joining in at parties, or sharing a meal/snack

DK NO YES NA 7. The program informs parents about day-day happenings and special events such as field trips that affect children

DK NO YES NA 8. Parents are informed about injuries and any changes in children's health or eating habits that teachers notice.

DK NO YES NA 9. Parent-teacher conferences are held to to discuss children's progress at least once a year (and hold conferences more more often if parents want them).

DK NO YES NA 10. Parents are informed about the program and any policy or changes that affect it through newsletters, frequent notes, meetings, telephone calls or other ways.

DK NO YES NA 11. Teachers communicate with parents to ensure that children experience smooth movements during the day (from home to

program)

DK NO YES NA 12. At least once a year, parents are asked to evaluate who well the program is meeting their child's needs.

DK NO YES NA 13. Personally, I feel that the teachers have a good attitude toward me and my child.

DK NO YES NA 14. Personally, I am satisfied with the care and education my child receives from LABCEC.

Please feel free to write any comments on what you like about the program or what you would like to see changed.

FOOTNOTES

1. Alice S. Honig, Parent Involvement in Early Childhood Education (Washington, NAEYC, 1979) p. 8

2. George S. Morrison, Parent Involvement in the home, School and Community (Columbus Toronto London Sydney, Charles E. Merrill Publishing Co., 1978) p. 7

3. Ibid

4. Heither B. Weiss, Going to Scale: Issues in the Development and Proliferation of Community-Based Family Support and Education Programs (Cambridge, Massachusetts, Harvard Family Research Project, prepared for the Bernard Van Leer Foundation, 1988)

5. Morrison, op. cit. p. 127

6. PAT Manual (Laborie, St. Lucia, LABCEC, 1993)

7. Janet Brown, The experience of Parenting (Jamaica, Regional Pre-School Child Development Centre, Department of Extra-Mural Studies, U.W.I., 1984)

8. Janice J. Beaty, Observing Development of the Young Child. second edition (New York, Merrill, 1990)

9. Morrison, op.cit. p.127

10. Alice S. Honig, op. cit. p. 8

11. Brian O'Connel, The Board Member's Book, second edition (U.S.A., The Foundation Centre, 1985) pp. 101-104

12. National Association for the Education of Young Children (NAEYC), Guide to Accreditation (Washington, NAEYC, 1991)

13. O'Connel, op.cit., p. 39

14. Ibid, p. 163

15. Ibid, Chapter 4

16. Ibid

17. Ibid

18. NAEYC, Ibid

19. Pre-School Services, Ministry of Education, Culture and Labour, Micoud Street, Castries Regulations for the Licensing

of Pre-School Centres, 1991